DOCUMENT RESUME

ED 032 883 JC 690 358

Faculty Advisor Guidance-Counseling Manual.
Harcum Junior Coll., Bryn Mawr, Pa.
Pub Date 67
Note-22p.
EDRS Price MF-$0.25 HC-$1.20
Descriptors-*Counselors, *Faculty Advisors, *Guidance Counseling, *Junior Colleges, *Womens Education
Identifiers-Pennsylvania

Harcum, a junior college for women, defines counseling as the way the experienced can help someone else to understand herself and her opportunities, to make suitable adjustments and decisions accordingly, to accept responsibility for choice, and follow a course of action in harmony with it. Faculty members act as advisors, as they know policies, course requirements, student personalities, and vocational requirements as well as full-time counselors. The principal aim of the guidance program is to help students make better use of their abilities--social, academic, and personal. Each Harcum student receives three planned interviews per year, one after each mid-term grade report and one after the start of the second semester. They cover academic, vocational, and personal/social matters. A confidential folder is maintained, containing information from each session, academic records, and data on any further action taken, such as referral to the health service or to a dean. A follow-up is essential on any referral. The advisor must know the college policies, regulations, and academic requirements and be prepared to help the student, formally or informally, in many areas, e.g., choice of program, study habits, extra-curricular activities, and long-range vocational plans. He must be genuinely interested in helping her to reach her own decisions, not in imposing his own values. The advisor can use the resources of the whole campus, including any other department, service, faculty, or staff member. (HH)

EDO 32883

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FACULTY ADVISOR GUIDANCE-COUNSELING MANUAL

. . . . . .

Counseling:

The process in which an experienced person assists a second person to:

1. Understand herself and her opportunities.
2. Make appropriate adjustments and decisions in the light of this understanding.
3. Accept the responsibility for this choice.
4. Follow a course of action in harmony with her choice.

JC 690 358

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 05 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

CONTENTS

	Page
Introduction	1
The Harcum Student Guidance Program	2
Responsibilities and Functions of Faculty Advisors	6
The Faculty Advisor's Resources	9
Personal Adjustment Counseling	11
Why Group Guidance?	13
Postscript	14
Why Guidance?	15
The Essential Role of the Teacher in Student Guidance	18

INTRODUCTION

The material in this manual has been assembled for the purpose of aiding faculty members in their guidance-advisory relationships with students.

The guidance program at Harcum was established upon the assumption that individual faculty members often know policies, educational requirements, student personalities and occupational requirements as well as full-time guidance counselors. Viewed in this light, education is the principal form of intellectual guidance through which students develop keener life awareness and appreciations.

Harcum will continue its long-established student personnel policy in which the faculty-student relationship is the crux of both the guidance and the academic program.

Dr. Boris Blai, Jr.
Director, Student Personnel
1964
(Revised 1967)

THE HARCUM STUDENT GUIDANCE PROGRAM

The philosophy of Harcum toward student growth and development is contained in the following statement:

> The purpose of Harcum is to provide guidance to living, to help the student realize her capacities as a rational woman capable of meeting the moral, social, economic and emotional problems of life.

Obviously this idea places emphasis upon the individual student and her all-around development, rather than upon her intellectual learning alone. It would therefore be difficult for a Harcum faculty member to truly assume the responsibilities of counseling students and differ basically from this concept.

STUDENT GUIDANCE PROGRAM

1. It is generally accepted that the principal objective of a college guidance program is to help students make better use of their abilities. This they can in part achieve by making decisions which permit them to adjust satisfactorily to their environment. Such adjustments include, but are not necessarily limited to:

   a. the scholastic environment (acceptable progress in studies)

   b. the social environment (acceptance by peers, family, college faculty-staff and other social contacts.)

   c. the self-environment (acceptance of the image or picture one has of oneself)

2. A significant feature of Harcum's small student body is the excellent opportunity for the operation of a systematic, meaningful guidance-advisement program.

3. Therefore, the following practices and procedures have been established to accomplish a systematic guidance program for all Harcum students.

   a. Each student receives the benefit of <u>three</u> planned counseling interviews with her faculty guidance-advisor <u>each academic year</u>. Such interviews are in addition to the academic and/or other guidance received in connection with course registration activities and informal contacts throughout the school year with college faculty and staff members. (Insofar as equitable distribution permits, a faculty guidance advisor is selected from the student's major field of study.)

   b. These three interviews are spaced at the mid-terms (shortly following grade reports), and shortly after the beginning of the second semester each year. The minimum areas

discussed in each interview include planned comments regarding:

1. Academic progress and/or problems
2. Vocational plans
3. Personal-social adjustments

The results of the interviews are summarized on the Student Guidance Record form (see page 5).

To facilitate these guidance interviews, the following responsibilities are assumed by the Guidance Office.

1. A Guidance Folder for each student is prepared and maintained in the Guidance Office for the use of faculty and staff.

2. The Guidance Folder for each student is furnished to her advisor shortly following mid-term grades, and the beginning of the second semester of each year.

3. As a minimum the Junior student Guidance Folder contains:

    a. high school academic record,
    b. any guidance counselor/principal evaluations,
    c. Harcum curriculum selected/recommended,
    d. results of Harcum Orientation Week Test Battery,
    e. Student Guidance Record Form.

4. The Guidance Folder for returning seniors contains the information listed in (3) above and a copy of the student's Harcum academic record to date.

After completion of the interviews, faculty guidance-advisors are responsible for returning Guidance Folders promptly to the Guidance Office. All Guidance Folders must be hand-carried, and under no circumstances are they to be left where unauthorized personnel might read them.

4. Each faculty guidance-advisor is expected to assume the primary responsibility for the guidance of each assigned student. In addition to personal interviews, this will include referral of students, as deemed appropriate in their judgement, to the Academic Dean, the College Guidance Counselor, the Dean of Women, House Directors, or Director of Health Services; the latter four may also, as they deem it appropriate, further refer the student to the Director of Student Personnel Services. In this connection, each time such referrals are to be made a Guidance Referral Slip (see page 4) must be completed prior to referral. The Referral Slip is to be signed, dated and immediately forwarded in a sealed envelope to the individual to whom the student is to be referred. This latter individual will make an appointment with the student. Upon completion of the referral interview, results are to be summarized on the Referral Slip and forwarded immediately in a sealed envelope to the faculty-guidance-advisor who will review the summary and immediately forward the Referral Slip

to the Guidance Office for incorporation into the student's Guidance Record Folder.

5. In addition to the three regular guidance interviews, other informal guidance interviews take place between faculty, staff members and students. A supply of Guidance Interview Referral Slips has been furnished all faculty and staff members. They are to be used to record results of those interviews which, in their judgement, should be included in the student's Guidance Folder.

6. If the student is referred to a staff member, the procedure described in Paragraph 4 will be followed. In all other cases, the Referral Slip is to be completed and forwarded promptly in a sealed envelope to the Guidance Office for incorporation into the Student's Guidance Folder.

7. It is the direct and continuing responsibility of each faculty guidance-advisor and other members of the college staff conducting guidance interviews to personally follow-up all their "action" recommendation to insure appropriate disposition. THIS FOLLOW-UP STEP IS AN ABSOLUTE ESSENTIAL FOR AN EFFECTIVE GUIDANCE PROGRAM.

GUIDANCE INTERVIEW REFERRAL SLIP

TO: _____ Date: _____

FROM: _____

_____ is referred for interview for

the following reasons: _____

_____

_____

* * * * * * * * * * * * * * * * *

Summary of Interviewer: _____

_____

_____

_____ _____

Interviewer's Name Date

STUDENT GUIDANCE RECORD

Student's Name _____ Faculty Advisor _____

RECORD OF INTERVIEWS*

JUNIOR YEAR

FIRST INTERVIEW

Academic:

Vocational:

Personal-Social:

SECOND INTERVIEW

Academic:

Vocational:

Personal-Social:

THIRD INTERVIEW

Academic:

Vocational:

Personal-Social:

SENIOR YEAR

FIRST INTERVIEW

Academic:

Vocational:

Personal-Social:

SECOND INTERVIEW

Academic:

Vocational:

Personal-Social:

THIRD INTERVIEW

Academic:

Vocational:

Personal-Social:

*Please include brief summary of EACH interview; the date; and your initials. Use other side of sheet, if necessary.

RESPONSIBILITIES AND FUNCTIONS OF FACULTY ADVISORS

(The following information is adapted from the Arizona State University publication - A Manual for Faculty Advisors.)

In the final analysis it is the faculty guidance advisor who is the key to the success of the student guidance program. He has direct and regular contact with the student. In the interest of effectiveness, he must constantly re-examine his techniques to the end that they will enable him to establish a close, personal relationship with his advisees, beginning in the first semester of the first year and continuing throughout the student's college career.

The emphasis in the counseling relationship rests not on problem-solving by the advisor, but in helping the student

(1) clarify the issues
(2) gain perspective on her difficulties
(3) get the facts straight
(4) work out alternative courses of action, but not to hand her ready-made answers.

The student needs to be actively involved in the decision-making process. There should be no intention of depriving her of what is unique and benefical about her college experience, namely to come to terms with herself and her new obligations and responsibilities.

Responsibilities of Faculty Guidance Advisors

Know your college catalog, know your advisees, know their problems, know their plans!

The advisor has the key for successful counseling if he has the above knowledge and if he has complete understanding of the specific rules and regulations of the college. Of course regulations vary, and it is your responsibility to ascertain the current rules and policies of the college, whether they are given by word of mouth or through the medium of the faculty handbook, college catalog or student handbook.

On the basis of a knowledge of the student's past activities and his future hopes, you have an opportunity for a realistic approach to the problem of counseling advisees.

The advisor should utilize every opportunity throughout the college career of each student to:

(1) Counsel with her on an informal basis.

(2) Counsel her regarding the importance of a rounded program of college activities, extra-curricular as well as curricular, and help her to understand the importance of total development -- intellectual, social, emotional and spiritual - while she is in college.

(3) Counsel regarding educational plans so that the student meets over-all curriculum, general education and major program requirements; complies with course prerequisites and restrictions, follows a meaningful sequence of courses, and understands the rationale of this sequence to the end that she experiences satisfaction with her course of studies.

(4) Counsel with those who need help in improving study habits, techniques and skills which will make for a more fruitful educational experience.

(5) Relate vocational plans to educational plans by discussing vocational objectives of the student and providing vocational information from the advisor's own experience.

Functions of an Advisor

Student advising is one of the most important functions of a college faculty member. Too often, under the more obvious press of teaching duties, we fail to recognize all of the ways in which an advisor can serve his advisees. Following are some of the advisor's functions. In them we have tried to avoid the extremes of both the "spoon-feeding" point of view and the "let 'em sink or swim" philosophy of student advising.

(1) The advisor should be a person who is genuinely interested in helping the student. He sees the student as a person and lets the student feel her individuality is being recognized and accepted.

(2) The advisor observes any specific academic weaknesses which may handicap the student and suggests appropriate remedial measures.

(3) The advisor helps the student design her program to meet Harcum graduation requirements and the requirements in her curriculum. He assists the student in selecting pertinent elective courses.

(4) The advisor is in a position to provide some vocational guidance and occupational information, particularly in areas relating to the student's major, where the advisor can be especially well informed.

(5) The advisor, when accepted as a friendly faculty confidant, will often be in a position to do some effective personal adjustment counseling. (See page 11)

(6) The advisor can assist the student's growth toward maturity and self-responsibility by working <u>with</u> her to help her make her own decisions. (It is <u>not</u> the advisor's function to solve the student's problems <u>for</u> her!)

(7) The advisor makes appropriate referrals when the student's problems lies outside the advisor's realm of proficiency.

(8) The advisor keeps pertinent summary records of student interviews (See pages 3 and 5). These records enable him to enter later discussions with a better memory of what happened in earlier interviews. From these records he can transmit significant information to referral sources.

(9) The advisor is in a position to write recommendations when the student seeks a job or continues her collegiate education. <u>The advisor should be the one who knows the student better than most other staff members</u>.

THE FACULTY ADVISOR'S RESOURCES

Effective guidance work with students requires the knowledge and utilization of available resources. The conscientious faculty advisor will not try to sidestep his counseling responsibilities, but at the same time will not hesitate to suggest people and facilities that can assist the student in making a satisfactory adjustment to college.

Personal Counseling: The majority of student problems involving personal counseling can be handled effectively by the faculty guidance advisor if he follows the procedures recommended in Personal Adjustment Counseling. (See page 11) However, he may find some students making a particularly poor adjustment to college life and others disturbed by apparently deep-seated emotional problems. The Guidance Office often has information concerning the reasons for seemingly strange behavior on the part of some students, which will gladly be discussed with interested faculty members.

Each dormitory has a residence hall director. All are very much concerned with the balanced development of the students in their charge and, by living in close contact with them, are in a peculiarly advantageous position to observe their behavior, including their study habits and social adjustments. Faculty advisors should feel free to contact residence hall directors. They welcome such consultations.

The participation of students in a friendly group engaged in interesting wholesome activities contributes much value to their personality development. The shy and retiring student in particular is enabled to make friends in this way and obtain the comfortable feeling of belonging to a group. Otherwise she might continue to spend her college days as an isolate or "lone wolf". There are many extra curricular activities at the college and the Dean of Women will welcome referrals or consultations regarding such students.

Educational Counseling: The listing of curricular requirements appears in the college catalog. The question of prerequisites should be taken up directly with the Academic Dean. If an advisor is in doubt as to the number of semester hours credit and for the cumulative grade point averages of a student, he should request information from the Registrar's Office.

Vocational Counseling: The college resources for vocational counseling are available in the office of the Director, Student Personnel Services, to whom such inquiries should be referred.

Student Health: If your advisee has a health problem which seems to warrant investigation or treatment, the Director of Health Services should be consulted promptly.

Miscellaneous Problems: If a faculty advisor is in doubt as to where a particular type of student problem should be referred, he should feel free to request this information from the Office of the Director, Student Personnel Services.

PERSONAL ADJUSTMENT COUNSELING

Numerous methods are available to the faculty guidance advisor in helping students resolve their personal adjustment problems. These include:

1. A sincere interest in the student as a person: This may not be considered a technique by some as there is certainly no long, involved training needed in its acquisition and it often may be performed more successfully by a non-psychologically oriented professor than by a clinician. It is basic, however, to success in counseling and its existence gives the student the feeling that she is worthwhile and important to at least one individual. This is in itself therapeutic.

2. The creation or existence of a permissive atmosphere for allowing advisees to work out their problems: When the student recognizes that her faculty advisor is not making moral judgements concerning her attitude and behavior, she will speak freely and hopefully may release the tensions and anxieties which prompted her to come for help. It should be emphasized that according to this client-centered concept of counseling, the advisor is neither approving nor disapproving of the student's attitudes or feelings. He is providing the student with an organized situation whereby the latter may "discover more about himself and make decisions so that he may be able to handle his own affairs with a maximum of efficiency and happiness to himself and a minimum of interference with and dependence upon others."(1)

3. The reflection of the student's feelings during the counseling interview: This calls for an accurate understanding of the emotional connotations of the advisee's statements. It is not enough to rephrase the content of the student's words in a fresh way, but it is necessary to watch her attitudes and feelings toward the matters which she is discussing.

   By means of the advisor reflecting the student's feelings the student is given the opportunity to view her attitudes objectively. As a result she may be able to understand herself better, to weigh different alternatives and to make decisions which have meaning for her because she made them. The counseling situation gives the student the chance to make progress in achieving independence. Whatever answers the student arrives at are relatively important. The main goal has been reached if the student has learned to make decisions for herself.

(1) Black, Bernard, University College Counselors Handbook, University of Ohio, Mimeographed p.19.

Faculty advisors need to be aware that the reflection of feelings as a technique cannot be applied to all conferences with their students. Students have a right to get information and in some situations opinions from their advisor. Many problems, however, which are generally considered to be in the realm of personal counseling, can probably best be handled by faculty advisors through reflection of the advisee's feelings. The advisee who is disturbed emotionally needs to talk more than to listen. She must make decisions which are right for her, not the advisor, and she should be given the opportunity for growth in self direction.

4. Referral in accordance with the student's needs: The faculty advisor should be well acquainted himself with the various resources in the college which can aid his advisees in their personal adjustment. Students need to develop their social skills and broaden their intellectual horizons. There are various opportunities to achieve these through the college's social activities and student organizations (the Dean of Women's Office can be of direct assistance in this area).

A faculty advisor can and should use techniques and methods in addition to those described. His success in helping students with their personality development should increase as he learns more about the psychology of human behavior, the use and interpretation of testing materials and counseling techniques. However, even with limited specialized experience and training, a conscientious advisor can be effective as a personal counselor.

WHY GROUP GUIDANCE?

VALUES

1. An economical and effective means for simultaneous presentation to entire student body of significant college concerns.

2. A responsible "sounding board" to periodically obtain a consensus of student sentiments, views and attitudes.

3. To further implement Harcum's student personnel program. This emphasizes the faculty-student relationship as the crux of its educational philosophy. Viewed in this light, education is the principal form of intellectual guidance through which the student develops keener awareness and appreciations.

4. Above all else- such group guidance sessions provide additional opportunities for each student to feel that a respected adult of the college is interested in her as a person, thus helping her discover where she is going in life.

Suggestions

1. Approach the group guidance sessions with evident sympathetic student interest; eager to assist each in achieving a better understanding of her opportunities and responsibilities as a college student and young adult.

2. Create a permissive, friendly atmosphere by informal arrangement of seats, and sitting among the group (with them). Whenever possible reflect or rephrase student comments in a fresh way, avoiding moral judgements. This client-centered concept of guidance encourages students to speak more freely and candidly.

3. Explain that a major purpose of these meetings is to give all students the opportunity to ask questions; discuss their views and exchange ideas with others.

4. Deliberately encourage them to "speak out" - but don't be concerned that often it may take up to two minutes of silence before someone volunteers and the ice is broken! (Having a "reserve" topic or comment handy is excellent insurance.)

5. Once started, you will not be troubled with lack of material to be covered at these group meetings. Rather, you will likely be concerned with how to use most effectively the few sessions available for these group meetings. (Is this not rather universal in teaching most subjects, and not peculiar to such group guidance activities?)

Postscript

The faculty advisor need not feel insecure because he does not know all the answers. He is not expected to, and even if he did, the student would benefit little from a relationship in which she did not show some initiative and assume responsibility herself.

The real key to effective counseling will be in the quality of the relationship which the faculty member builds up with his advisee. He must convince the student that he has a sincere liking and respect for her as an individual and that he is interested in her problems. In addition, he should attempt to understand the causative factors for any deviant behavior and have the patience and restraint to listen.

Recognizing that his own problems and needs are probably quite different from the student's, he will be cautious in making suggestions and with appropriate humility, will refrain from imposing his own pattern of life on the student as the only way to achieve success and happiness.

WHY GUIDANCE?

Numerous studies of the capabilities needed for gainful employment, as well as changing occupational trends, strongly point to the need for effective guidance programs to help students prepare to live satisfying and productive lives. In recent years, guidance programs have been introduced, expanded, and modified at a rapid pace throughout the nation. These developments have come so fast that many find themselves somewhat uncertain about the objectives, methods or results of modern guidance programs.

What precisely is guidance? At the collegiate level, guidance can best be defined as the services available to each student to facilitate her academic success in college; to help her better understand her strengths and limitations; to identify her interests; to aid her in planning for and attaining realistic goals. Throughout the process, the emphasis is always on the individual, even when students meet in groups for guidance purposes.

Effective guidance programs are needed today more than ever in the past because of the accelerating rate of change in many aspects of life. For individual fulfillment, each student needs guidance to make maximum use of her talents.

In recent years the emphasis in guidance has changed from assisting the individual at decision-making points to that of long-range assistance. Functioning in this context, guidance is a process, developmental in nature, by which an individual is assisted to understand, accept and utilize her abilities, aptitudes and interests, as well as her attitudes in relation to her aspirations. By doing this, she may increasingly become more capable of making free and wise decisions relating to her education, vocation, and personal-social adjustments.

Counseling, the primary process employed in guidance activities, is the process by which a student is helped by planned conferences to better understand herself in relation to the rapidly developing and changing world.

The story is told of the harassed businessman who barely managed to catch his plane before the take-off. In a few minutes, the stewardess asked to see his ticket. The man searched throughout his wallet without success. "Never mind", the hostess said soothingly, "I remember you - you ride this line often. I'll come back later." Meanwhile the man made a thorough search - but no ticket did he find. When the hostess returned she was again reassuring. She told him that he need not worry - he could mail the ticket when he returned home. "Oh, it's

not the ticket I'm worried about," said the man. "I'd like to know where I'm going!"

Basically - the counseling process is a means of helping the student discover where she is going. Counseling simply provides professional assistance for each individual by helping her to be more objective and realistic as she seeks self-understanding and self-development. Individual counseling sessions help the student interpret and relate facts about herself and her world. Also to apply this knowledge in (a) solving everyday problems and (b) making realistic educational and occupational plans. To be effective, decisions derived from counseling must be acceptable to the student, and the counselor's responsibility is to seek full and accurate interpretation of facts and to develop better student understanding. Also, when applicable, the counselor includes explanations of alternate courses of action open to the student.

The counseling interview itself provides an opportunity for the student to feel that a respected adult is interested in her as a person. It given her a chance to explore her goals and to put into words how these were selected.

When properly planned, organized and conducted, the counseling interview serves the important purpose of providing specialized and reliable information to the student. In this connection, the role of educational and psychological tests in guidance activities is simply to serve as <u>one means only</u> of knowing the individual student, her achievements, her capacities, her interests. At best, however, facilitate the gathering and utilization of objective information about the student. Their proper use can contribute significantly to the evaluation of the individual. They make possible an objective comparison of representative samples of the student's behavior in particular kinds of situations; i.e. tests of intelligence, aptitude and achievement as well as inventories of interests and personality.

Effective counseling and the evaluation of an individual's personal development cannot be accurately accomplished without full knowledge of the student's characteristics. Such information may include,

1. health information (physical, mental, emotional)

2. educational achievement and aptitudes

3. attitudes and interests

4. family relationships

5. work experiences and hobbies

6. other known specific factors or items affecting the individual.

Only through the wise and careful interpretation and use of these data can their recording and filing take on siginficant meaning.

To be effective, a counseling service must evidence four essential components:

A. The significant information to be discussed in each session must be well-planned in advance and well-presented.

B. The interview(s) must take place within the proper setting (quiet, comfortable, private).

C. The interviews must be "time-scheduled" to insure sound utilization of time.

D. The counselor must be professionally oriented (through knowledge, mature judgement, skilled interviewer) to assure maximum value for the counseling service.

Individual differences in personality, interests, training and experience distinguishes each of us from all others. This simple fact precludes equal effectiveness among all faculty guidance advisors, staff and house directors in the counseling of students.

This does not, however, eliminate the basic principles that should govern the counselor's behavior, nor the suggested elements to effective action in each of the five categories of counselor responsibility.

A. Responsibility to self

It is imperative to the understanding of others, that the counselor constantly seek greater understanding of himself, his attitudes, prejudices and personal values.

B. Responsibility to counselees

The counselor must guard against basing his procedures upon preconceived ideas.

C. Responsibility to college

The counselor should, at all times, strive to maintain the highest standards of excellence, valuing competance and integrity above personal gains.

D. Responsibility to community

The counselor will not discuss case matters or information obtained from a counselee with anyone except as it is necessary to the welfare of the counselee or the ultimate solution of the problem.

E. Responsibility to the profession

A counselor holds as his prime objective the service he can give to humanity.

WHY GUIDANCE? As Leland Medsker sums it up in his excellent book, The Junior College: Progress and prospectives; "A college may have a plant, a faculty and a curriculum, but unless there is an orderly way of admitting students, some method of assisting them to appraise themselves and to plan their educational program accordingly, some means of assuring enlightened experiences through campus social interactions, and some attempt to center attention on the individual rather than on the group, the college is an impersonal shell in which students are not conditioned for optimum living. More adequate personnel services will be needed in the future. Junior Colleges will undoubtedly play an increasingly more important role in providing opportunities for high school students to explore their capabilities and interests and in distributing these students later along many lines of endeavor, including the four-year college; therefore, the whole student personnel program and its counseling phase in particular become increasingly important. In fact, without good counseling, the potentially important role of the two-year college in higher education could well be in jeopardy."

It may be forgotten, but it must not be - that the ultimate decisions rest with the individual in our society. All that guidance can do is teach her what seems to be the implications of her decisions - not make decisions for her!

THE ESSENTIAL ROLE OF THE TEACHER IN STUDENT GUIDANCE

Effective teaching in the classroom is the foundation of a sound guidance program. Because effective teaching encompasses;

(a) thorough knowledge of subject matter,
(b) know-how in relating this subject matter to students on any given level, and
(c) an understanding of the make-up of these students as individuals,

it is vitally important to successful guidance activities.

Without a teacher's day-to-day thoughtful teaching, a guidance program in itself could never succeed.

In addition to effective teaching, each faculty member can contribute to student guidance in the following ways:

1. Know what facilities, materials and personnel are available in the college and community to further guidance purposes.

2. Help identify students with problems (both instructional and personal).

3. Seek assistance for students with special problems which are beyond the teacher's responsibilities.

4. Know each student's background as thoroughly as possible.

5. Actively contribute to and support the guidance program.

6. Consciously follow the guidance point of view in the classroom by motivating and assisting students in:

   (a) learning how to study,
   (b) developing special interests and aptitudes,
   (c) getting along satisfactorily with others,
   (d) building good work habits,
   (e) relating subject matter to occupations,
   (f) exploring educational and vocational opportunities.

7. Contribute to staff understanding of the student by providing pertinent information for the cumulative record or to other staff members.

8. Place increased emphasis on prevention of problems.

9. Maintain effective communications with parents.

10. Seek to further the development of desirable character and moral attitudes.

11. Recognize successes and help students adjust to and learn from failures.

12. Maintain respect for the student and regard in a professional way all confidential information to which the teacher has access.

13. Stress healthy mental and physical habits by maintaining a classroom relatively free from undesirable tensions and frustrations.